

Section 3 Company Commanders

The findings and recommendations of this section were derived from CCNA, the research and analysis of which identified core competencies that are required of a successful Company Commander (CC). The CC is the single most important variable in the Recruit Training equation. This position is too critical to be filled by anyone representing less than “the best”; recruits must be “imprinted” with only the best of CG role models. In this regard, it is one of the most important jobs in the Coast Guard. The findings and recommendations are organized into the following subsections: CC Selection and Development and Structure and Resources.

3.a. CC Selection and Development

3.a.1. New Roles: Overemphasis on the CC’s role as disciplinarian is counterproductive to their motivational mission. Instead, the CC should be thoroughly prepared to serve in multiple roles as coach, role model, instructor, supervisor, expert, career counselor, *and* disciplinarian.

3.a.2. New techniques and models should be employed by CC’s to better motivate, socialize, and instill Coast Guard values in new recruits. These new motivation and socialization models, based on established principles and current research, move the motivation/socialization process from a short-term behaviorist model to a long-range eclectic model.

3.a.3. New Resident-Based CC Training Curriculum: The CC C-School curriculum should be redesigned to incorporate all new resident-based TPO’s recommended by the CCNA. Identification of CC core competencies revealed gaps in the current process of training and qualifying CC’s. The CCNA developed completely new resident-training TPO’s to target identified CC needs. This proposed redesign of CC training will better link development of CC knowledge, skills, attitudes, and abilities to the new Recruit Training TPO’s and will prepare CC’s for their new roles and methods discussed above.

3.a.4. New PQS for CC’s: CC’s should be provided with on-the-job PQS based on non-resident TPO’s derived from the CC core competencies.

3.a.5. Screening of CC’s: Aptitude interviews (such as those developed by the Gallup Organization) should be used in screening candidates for the job. Attitudinal/psychological instruments should be used to filter out candidates unsuited to the unique requirements of this job.

3.a.6. An annual training camp should be conducted for personal assessment/screening of candidates before commencing company commander school.

3.a.7. Fully-Qualified Status. Reassign (vice recirculate) company commanders who fail to qualify. Company commander billets must be filled with fully qualified members. Reassign company commanders who lose their quals for cause.

3.a.8. Remove Assignment Barriers: Motivation and incentive barriers must be minimized to attract the highest caliber candidates to this profoundly influential job. In addition to the following recommendations, the Enlisted Advancement Study Team (EAST) should investigate ways to eliminate harmful effects on advancement from this out-of-specialty assignment:

- 3.a.8.a) Assignment preference for follow-on assignment,
- 3.a.8.b) Academic credit for company commander C-school,
- 3.a.8.c) SDAP at least on a par with other Services,
- 3.a.8.d) Allowances for uniform/dry cleaning/haircuts

3.b. Structure and Resources

3.b.1. An Electronic Performance Support System (EPSS), providing clear policy, procedures, and advice anytime day or night, should be provided to company commanders along with other necessary resources and problem-solving tools.